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AUTHOR	Vue-Benson, Robin; Shumer, Robert
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ABSTRACT

This bibliography addresses the issue of service as an instructional strategy. The citations in the bibliography are divided among five sections. Section 1 contains references that focus on the social and psychological outcomes of participation in service. The impact of service on relationships with others, self-esteem, and moral reasoning are common factors under consideration. The effect of service on academic achievement, intellectual development, and school behavior is the concentration of research in section 2. Though fewer in number, the research in this section may be of greater importance in establishing service-learning as a credible educational practice. Much research considers both the psycho-social and academic impacts of service; section 3 lists these sources. The few existing reviews and bibliographies of the research literature are listed in section 4. Section 5 contains examples of service program evaluations. Literature pertaining to both K-12 and post-secondary populations is included. (EH)

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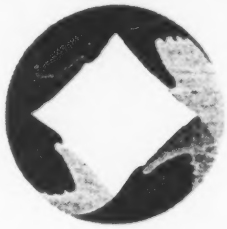

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Impacts and Effect of Service Topic Bibliography

By
Robin Vue-Benson
Dr. Robert Shumer

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Introduction

Many claims have been made about the impact of service-learning on participants, programs and communities. From positive influences on psychological, social, and intellectual development, to effects on alienation, attitudes and social behavior, service-learning has been mentioned as a method of achieving these outcomes. Additional reviews of the literature in areas related to civic participation and general engagement in the public, political process indicate that service-learning can have a substantial impact on the civic development of youth.

On the other hand, some studies have indicated service-learning does not always have the desirable positive outcomes expected. As Dan Conrad points out in his review of service-learning research related to social studies education and citizenship education, research is still inconclusive as to the impact of service-learning on participants and on the community.

There is a body of research, dating back to the 1930s, which indicates that learning in the community has value for students. From the Eight Year Project, conducted by Ralph Tyler, to the more recent career education movement of the 1970s, studies show students can benefit academically, personally, and socially from learning experiences in the community. Whether for the purposes of career development, performing service, or application of vocational skills and academic principles, community-based learning produces measurable results.

What follows in this bibliography is a selection of research and reports which address the issue of service as an instructional strategy. Several dissertations and studies completed in the past few years add new information to support the contention that service-learning does benefit students, as well as the community. Further studies will help determine whether the impact of such programs and strategies support increased investment in this promising educational enterprise.

The Organization of this Topic Bibliography

The citations are divided among five sections. Section One contains those which focus on the social and psychological outcomes of participation in service. The impact of service on relationships with others, self esteem and moral reasoning are common factors under consideration by these authors. The effect of service on academic achievement, intellectual development and school behavior is the concentration of research in Section Two. Though fewer in number, the research reported in this section may be of greater importance in establishing service-learning as a credible educational practice. Much research considers both the psycho social and academic impacts of service. Section Three lists these sources. The few existing reviews and bibliographies of the research literature are listed in Section Four. Section Five contains several examples of service program evaluations.

Literature pertaining to both K-12 and post-secondary populations is included throughout this publication. Although the National Information Center for Service-Learning and the National Service-Learning Cooperative exist to assist K-12 service-learning activities, limiting this topic bibliography to sources on K-12 level service would exclude research useful to all age levels of service.

Additionally, the varying terminology used to describe service and its many forms makes it impossible to only include sources which deal explicitly with "service-learning." Therefore, the terms "community service," "community based learning," "service learning," "youth service," "volunteerism," "youth service," etc., have been treated as synonymous for the purpose of selecting research which in some way relates to a discussion of the impacts and effect of service.

Records in each section are listed alphabetically by author. Basic information is given pertaining to primary author(s), title, year published, and availability. In addition, abstracts of varying length accompany each citation to give readers an idea of what's included. Though considerably longer than the others, the abstracts for dissertations have not been shortened in the interest of allowing readers as much information about these sometimes hard to find, or at least use, sources.

Acquiring and Ordering Publications

A goal of this topic bibliography is not only to provide interested researchers and practitioners with a list of citations but to aid in making the actual sources available in their full form for use. To this end, each record contains availability information which should enable everyone to locate and use the item.

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Section One: Social and Psychological Outcomes

AUTHOR: Cialdini, Robert B.; Eisenberg, Nancy; Shell, Rita; McCreath, Heather
TITLE: Commitments to Help by Children: Effects on Subsequent Prosocial Self-Attributions.
YEAR: 1987
AVAIL.: British Journal of Social Psychology v26 n3 p237-245 Sep. 1987
ABSTRACT: A total of 229 children of both sexes from Grades 1, 3, 6, 7, and 8 were or were not induced to make a commitment to help hospitalized children by sorting papers. Commitments occurred under public or private circumstances. Later, Ss discovered that the commitment to help would require that they give up their recess time. The willingness of Ss to live up to their commitments and the resultant altruistic self-attributions were measured. It was found that virtually all Ss were willing to give up recess time to help. However, self-attributions differed systematically with condition: Only after making a private commitment did Ss see themselves as more altruistically oriented. This effect appeared earlier for girls and persisted at least 1 mo. No such effects occurred for public commitments. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved)

AUTHOR: Corbett, F.C.
TITLE: The Community Involvement Program: Social Service as a Factor in Adolescent Moral and Psychological Development
YEAR: 1977
AVAIL.: UMI dissertation reproductions
NOTES: Ed.D. Dissertation, University of Toronto
ABSTRACT: The Community Involvement Program is a one-year high school program the aim of which is to lead students to a commitment to the solution of social problems by a combination of direct experience in social service and a classroom component in which to reflect critically on their experience. This thesis studies the effects of participation in the program on the moral and psycho social development of adolescents.

The first chapter argues for social reform as an aim for education and describes one proposal for accomplishing that aim, the proposal out of which the Community Involvement Program emerged. Some of the underlying theoretical assumptions of the program in the area of social, developmental, and educational theory are explicated.

Chapter Two argues that our current conceptions of adolescence, with its enforced isolation from the world of adults and from the social problems of that world, is psychologically crippling and socially wasteful and must be changed. The most productive direction for change is to involve the young in social service. The bulk of the chapter is a comprehensive review of the research on previous programs which have followed this direction. The chapter concludes with two hypotheses concerning the effects of the program on the psycho social development of the young.

The nature of commitment as an educational goal is analyzed in Chapter Three. As well, there is a consideration of what social service agencies might be able to contribute to such commitment and of the dangers in placing the young in such institutions. The chapter concludes with research hypotheses in the area of commitment and moral development based on the previous analysis.

Chapter Four describes in detail the two years of the Community Involvement Program, both the work experience and in-school components, which are the treatment in this study. It is particularly stressed that the nature and aims of the in-school component changed from a teacher-directed concern with commitment to the solution of social problems to a student-centered concern for self-directed personal growth through reflection on experience.

Chapter Five describes the research design used in each year. Since commitment had been conceived as a way of life based on a moral choice, a configuration of test measures was used to try to tap the moral underpinnings of commitment. In the second year of research the interest shifted from an attempt to measure commitment to a concern with psycho social development, so a new test measure was selected. In each year the research was based on a pre-test / post-test design using a comparison group.

The findings are reported in Chapter Six. The results from the first year show mostly small, non significant changes. However, certain patterns emerge: the Community Involvement students become more positive about human nature, show slight increases in level of moral reasoning, and shift from valuing independence to valuing team membership. In the second year the Community Involvement students showed large and significant gains on the personality measure, especially in the areas of Emotional and Task Competence. It was also found that previous volunteer experience has a

positive influence on what the student gained from the program. Furthermore, those students whose work involved service to individuals rather than group leadership were influenced more in the direction of commitment to the solution of social problems. Two sets of case studies of individual students close the chapter.

The final chapter provides a brief overview of the thesis, drawing together the major findings and providing suggestions for further research. (Author)

AUTHOR: Crossman, Maria D'Ingianni
TITLE: The Effects of Required Community Service on the Development of Self-Esteem, Personal and Social Responsibility of High School Students in a Friends School.
YEAR: 1989
AVAIL.: UMI dissertation reproductions: Order No: 8926397
NOTES: 209 pages, D.Min. dissertation, Lancaster Theological Seminary.
ABSTRACT: The question addressed in this paper is as follows: Is required community service an effective way to enhance self-esteem, social and personal responsibility in students in a Friends' secondary school?

Self esteem was high in the group of students studied at the beginning and end of the study. Social and personal responsibility were enhanced over the course of the study. Three areas in particular—supervision, intensity and types of reflection—showed a significant increase. They were a sense of competence, a sense of efficacy and especially for young women, a sense of social welfare.

Three levels of intensity were examined: year-long projects meeting weekly, two to three week intensive experiences and projects that had an intensive period combined with several other requirements that were spread throughout the school year. The intense experience gave opportunities for greater responsibility, a characteristic that was important in students positive response to the experience.

Three types of supervision were explored: faculty leadership, supervision by other than school personnel and a combination of both. For students who were ready for the demands of the independence, an individual project was of particular value. Students who were not ready to seek their won project needed the organization of the pre-designed project.

Students who participated in faculty led experiences or with no faculty supervision were more satisfied with the level of direction and supervision than those with a combination of supervision.

Required reflection helped students integrate the community service experience and learning into their won world view. This was especially true when both written reflection and group discussion was required.

All but one student in the study rated the experience as good or excellent.

Required community service did not bring about as great an improvement as students in other studies who were not required to complete a community service requirement.

Certain characteristics made the projects a positive experience for the student. They included: a point of contact or identification for the student, a place to begin to relate to the community service experience; opportunities to develop relationships with the clients; opportunities to have a sense of adult responsibilities; and clear direction. (Author)

AUTHOR: Giles, Dwight E. Jr. and Janet Eyler
TITLE: The Impact of a College Community Service Laboratory on Students' Personal, Social, and Cognitive Outcomes
YEAR: 1994
AVAIL.: Journal of Adolescence v17 n4 p327-339 Aug. 1994 (Reprint: UnCover)
ABSTRACT: This exploratory study attempts to answer the question: can a required service-learning experience of limited intensity and duration have an impact on the development of college students as participating citizens of their community? Students who provided community service as part of a one credit "community service laboratory" showed a significant increase in their belief that people can make a difference, that they should be involved in community service and particularly in leadership and political influence, and in their commitment to perform volunteer service the following semester. They also became less likely to blame social service clients for their misfortunes and more likely to stress a need for equal opportunity. They indicated that their experience had led them to more positive perceptions of the people they worked with. (Author)

AUTHOR: Gross, Mara Beth
TITLE: Reflection in Action: A Practitioner's Study of Four High School Students' Experience in Community Service.
YEAR: 1991
AVAIL.: UMI dissertation reproductions: Order No: 9210535
NOTES: 214 pages. Ed.D. dissertation, Columbia University Teachers College.
ABSTRACT: What is the experience of early adolescents who participate in community service? This dissertation, an example of teacher research, closely examines the experience of four participants in the Community School Service Program at Central Park East Secondary School, a public school located in Manhattan.

Many studies of community service measure the emotional, psychological, and sociological impact of community service on adolescents. Instead of making assumptions about what the experience of community service might be like for young people, this study provides an opportunity for students to give voice to their own experiences. The data for the study, a participant-observation study, were collected by observing and interviewing four students in the Community School Service Program during the 1988-1989 school year.

From these students' discussions, descriptions, and actions, five major themes emerged about their experiences. These were: (1) community service frequently made the students feel good about themselves; (2) community service introduced the students to the world outside their regular school and family life; (3) community service placed these adolescents in situations where they were responsible to others and where others counted on them; (4) in their work settings, the students met many new people and they learned about the many ways people live and view the world; and (5) community service frequently provided the students with opportunities to be successful. Although the students did not discuss their experiences in terms of meeting the needs of adolescent development, what they did present matched the claims of many researchers concerning the needs of early adolescents.

This study also examines the school's structural features that support the service program. Some recommendations and suggestions were made to enrich the student's experience as much as possible. These were: (1) providing more opportunities for the students to discuss their service experiences, (2) integrating community service into the classroom curriculum, and (3) developing a more intensive program for one year, instead of spread out over four years, that is closely linked to class lessons. (Author)

AUTHOR: Hamilton, Stephen F.; Fenzel, L. Mickey
TITLE: The Effect of Volunteer Experience on Early Adolescents' Social Development
YEAR: 1987
AVAIL.: EDRS: ED 282086 / PC01
NOTES: 22 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987).
ABSTRACT: A study explored the effects of participation in two kinds of volunteer activities — community service and child care — on adolescents' attitudes toward social and personal responsibility skill development and knowledge acquisition. It was part of an evaluation of the New York State 4-H Youth Volunteers Program. Written questionnaires, interviews with 73 participants, and testimony from 11 adult supervisors were used to document such effects. Results showed that girls and community service project participants gained more positive attitudes than did boys or child care volunteers. Ninety percent of the participants indicated the likelihood of continued volunteer work; nearly all volunteers reported gains in skills and knowledge. Adults involved in the program saw adolescents becoming more confident of their abilities, learning to make decisions and work with children, and gaining in other ways that varied according to participants' individual needs and experiences. (ERIC -- ED 282086)

AUTHOR: Hamilton, Stephen F.; Fenzel, L. Mickey
TITLE: The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects
YEAR: 1988
AVAIL.: Journal of Adolescent Research v3 n1 p65-80 Spr. 1988 (Reprint: UnCover)
ABSTRACT: The Social and Personal Responsibility Scale was employed in a study of the Youth Volunteers program, involving 44 adolescents in 12 projects, equally divided between child care and community service. Participants showed statistically significant gains on the Social Responsibility sub scale. Girls gained more than boys and volunteers in community improvement projects gained more than those in child care. However, as in previous studies, gains were quite modest. Testimony from adolescents and adult participants was more strongly positive, volunteers citing improvement in their knowledge of themselves and others and the acquisition of new skills, adults seeing greater willingness to make

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decisions. Child care volunteers and their adult supervisors said they gained competence in working with young children. The generalized impact of volunteer experiences on enduring attitudes appears to be positive but small. Future studies should attend as well to differences in the nature of the experiences adolescent volunteers have and to effects that vary among participants. (Authors)

AUTHOR: Hedin, Diane; Conrad, Dan
TITLE: Service: A Pathway to Knowledge.
YEAR: 1991
AVAIL.: Journal of Cooperative Education v27 n2 p73-84 Win 1991 (Reprint: UMI, UnCover)
ABSTRACT: Personal comments from high school participants in community service programs illustrate how they gain new definitions of themselves, new information and understanding of others, awareness of a broader range of places and people, affirmation and development of under used personal qualities, and the empowering feeling of making a contribution. (ERIC -- EJ 434045)

AUTHOR: Hursh, Barbara A.; Borzak, Lenore
TITLE: Toward Cognitive Development through Field Studies
YEAR: 1979
AVAIL.: Journal of Higher Education v50 n1 p63-78 Jan.-Feb. 1979 (Reprint: UMI, UnCover)
ABSTRACT: The utility of field experience education for furthering cognitive development is examined through an anaylsis of the psychological and sociological dynamics of the specific field program design. Outcomes are identified and related to existing theories of cognitive development. (ERIC -- EJ 196377)

AUTHOR: Krug, James Leonard
TITLE: Select Changes in High School Students' Self-Esteem and Attitudes Toward Their School and Community By Their Participation in Service Learning Activities at a Rocky Mountain High School
YEAR: 1991
AVAIL.: UMI dissertation reproductions: Order No: 9318063
NOTES: 247 pages. Ph.D. dissertation, University of Colorado at Boulder.
ABSTRACT: Recent studies on the status of American education have called for more opportunities for students to do service as a part of their school curriculum. Previous investigators have discussed the difficulty of measuring changes in student behavior as a result of their involvement in service learning programs. Although research findings are mixed, a number of studies found that deliberate interventions helped to raise moral reasoning and self-concept levels.

The purpose of this study was to gain an understanding of the possible impact a school-sponsored service program had on a group of high school students enrolled in one of four service programs for 15 weeks during the fall semester of 1990.

A pretest composed of semantic differential scales, the Rosenberg Self-Esteem Scale, and the Janis-Field Feelings of Inadequacy Scale, was administered to the service learning participants and a control group. The posttest consisted of the same instruments with the addition of a Community Experience Checklist completed by the service group participants. Paired t-test and Repeated Measures ANOVAs were performed to measure any differences in scores. Student journals describing the service participants' experiences were also reviewed.

The hypotheses tested: (1) There is no difference in the self-esteem and attitudes toward the school and community between high school students who are involved in a school-sponsored service learning experience and those who are not involved. (2) There is no difference in select changes in self-esteem and attitudes toward the school and community between at-risk and minority high school youth participating in the school-sponsored service learning program and the other participants in the program. (3) There is no difference in select changes in self-esteem and attitudes toward the school and community and the type of school-sponsored service learning program in which the students participated.

These hypotheses were rejected. Results from the measures employed in this study demonstrated that certain experimental service learning programs did have an impact. The success of certain service learning programs may be influenced by reflective discussions following the activities and the planning and supervision that went into these programs. (Author)

AUTHOR: Maton, Kenneth I.
TITLE: Meaningful Involvement in Instrumental Activity and Well-Being: Studies of Older Adolescents and At Risk Urban Teenagers.
YEAR: 1990
AVAIL.: American Journal of Community Psychology v18 n2 p297-320 Apr. 1990

ABSTRACT: Assessed meaningful involvement in instrumental activity (IACT) (i.e., activity that requires the active use of skills and which leads to a desired end), social support, and well-being. Study 1 focused on 43 male and 109 female older adolescents enrolled in college (mean age 18.8 yrs), and Study 2 focused on 60 urban Black male and 32 pregnant female teen-agers (mean age 17.1 yrs), 46 of whom were school dropouts. In both studies, meaningful IACT was positively related to life satisfaction, independent of social support from friends and from parents. In addition, meaningful IACT was positively related to self-esteem to a greater extent for male than for female college students (Study 1) and for school-attending than for school-dropout urban Black males (Study 2). In Study 2, higher mean levels of meaningful IACT were reported by school-attending than by school-dropout urban adolescents and by Black male teens than by pregnant female teens. Author suggests that policies and programs should be developed to enhance opportunities for adolescents to engage in meaningful instrumental activity. (NICSL/ PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved)

AUTHOR: McGill, Joseph Christopher
TITLE: The Relationship of Community Service Learning to Developing Mature Interpersonal Relationships in a Sample of University Students
YEAR: 1992
AVAIL.: UMI dissertation reproductions: Order No: 9312235
NOTES: 137 pages. Ed.D. dissertation, The American University.
ABSTRACT: This study ascertained university student involvement in community service, as determined through the Community Service Involvement Inventory Format-II as a correlate to the developmental task, developing mature interpersonal relationships (MIR), as defined on and assessed by the Student Developmental Task and Lifestyle Inventory (SDTLI) (Winston, Miller, & Prince, 1987). Two hypotheses were developed to guide the study. One postulated that a significant relationship would be found between MIR and student involvement in community service, while another contended that such a relationship exists between MIR and students' perception of the extent to which community service contributed to their developing mature interpersonal relationships. Each hypothesis, tested in null form, was rejected.

Data used in hypotheses testing were elicited from 104 students with senior standing at the University of Redlands, California, in the fall of 1991 and spring of 1992. The Pearson product-moment correlation coefficient and analysis of variance (ANOVA) statistics were used, respectively, in testing the two hypotheses.

Study findings led the writer to conclude that (a) community service learning positively affected the development of mature interpersonal relationships in the study sample of undergraduate university students, and (b) the total hours of involvement in community service learning, and the perception of the extent to which community service contributed to their developing mature interpersonal relationships, as defined by the MIR task on the SDTLI. Implications are that university faculty, administrators, and others working in the area of community service learning need to acknowledge the importance of community service learning to student development. They must design instructional programs and services with community service learning in mind to help students to capitalize on the psycho social growth potential study findings suggest for community service as part of the undergraduate collegiate experience.

AUTHOR: Middleton, Eric Bradley
TITLE: The Psychological and Social Effects of Community Service Tasks on Adolescents
YEAR: 1993
AVAIL.: UMI dissertation reproductions: Order No: 9334396
NOTES: 139 pages. Ph.D. dissertation, Purdue University.
ABSTRACT: Adolescent drug abuse and suicide are signs that represent young people's loss of hope for the future. Community service type programs offer significant potential to help combat adolescent problems that involve low self esteem and lack of purpose. These interventions contain a helping component whereby adolescents have an opportunity to develop a sense of purpose by assisting others. Theoretical and anecdotal evidence suggests that such programs may be important in nurturing adolescent's social and psychological development. Empirical evidence is sparse, however, and educational institutions lack information regarding the helping phenomenon. This investigation was aimed at answering the question, "What are the psychological and social effects of community service tasks on adolescents?". A mixed form (Patton, 1990), quasi- experimental design was used to investigate the research question. Pretests and posttests were administered to quantitatively measure changes in adolescents' self esteem, social interest, helping disposition, interpersonal competencies, and emotional disposition as a result of engaging in community service activities. Participants were asked to respond to three open ended questions to provide qualitative data. These questions asked participants: (1) to describe a

significant event during their community service; (2) whether participants had come to feel differently about themselves as a result of community service and; (3) whether participants thought they had become more caring due to their service. Qualitative data demonstrated positive, self reported changes in self esteem, empathy, relationship development, felt importance, awareness, and attitudes toward themselves and others. However, quantitative data showed significant gains in experimental means on only one of the variables measured (self disclosure) as compared to control group means. Explanations of the discrepancy between qualitative data and quantitative data are provided, and suggestions are made for future research. (Author)

AUTHOR: Newmann, Fred M.; Rutter, Robert A.
TITLE: The Effects of High School Community Service Programs on Students' Social Development. Final Report
YEAR: 1983
AVAIL.: EDRS: ED 240043 / PC05
NOTES: 107 pages. Wisconsin Center for Education Research, Madison.
ABSTRACT: In recent years, commentators on socialization and adolescent development have suggested that secondary schools encourage students' participation in voluntary community service. This study, conducted in 1982-83 on students in volunteer programs and in comparison groups at eight high schools, tested whether such programs positively effect the social development of student volunteers. Through open-ended interviews, pre- and posttests, and a questionnaire, researchers compared volunteer and non-volunteer groups for: (1) students' sense of responsibility and concern for the welfare of others, (2) students' sense of competence in working on collective tasks and in dealing with adults, and (3) students' anticipated participation in adult groups and politics. Also analyzed were social development in problem-solving skills and students' perceived opportunities to take responsibility and make decisions. Findings indicate that while community service modestly increases students' sense of social responsibility and sense of personal competence, it fails to bring special benefits in sense of school responsibility, political efficacy, future affiliation, and future political participation. The conclusion is that developmental opportunities offered in regular school classes may presently have more impact on social development than specific opportunities within community programs. (ERIC -- ED 240043)

AUTHOR: O'Connell, Brian E.
TITLE: Long Term Effects of School-Community Service Projects
YEAR: 1983
AVAIL.: UMI dissertation reproductions: Order No: 8329800
NOTES: 190 pages. Ed.D. dissertation, SUNY Buffalo.
ABSTRACT: Purpose of the Study. The purpose of this study was to examine certain community related values in adults who had participated in school-community service projects as adolescents during the years 1938 through 1943.

The central question in the study was: Do adults who participated in school-community service projects as young people demonstrate at a later date greater levels of community involvement than adults who did not participate in school-community service projects as young people?

Procedures. For purposes of the study, two Wisconsin school districts were selected, one district had involvement in school-community service projects, while the other district did not. Data were then gathered to answer the central and related questions through a questionnaire. Responses to the questionnaire were categorized by types of school-community project involvement and then analyzed with regard to experiences in community participation.

Findings. As a result of the data analyzed, ten findings were noted. Two of these were: (1) It was found that participants in school-community service projects as young people are more likely to undertake at a later date leadership positions in formal organizations than non-participants of school-community service projects. (2) It was found that school-community service projects that engage students in working on projects related to improving community life are more likely to affect later life behavior and values toward community participation and involvement, than projects that engage students for the purposes of gaining work experience.

Conclusions. As a result of the findings of this study, ten conclusions of the study were noted. Two of these were: (1) It is concluded that those who plan for school-community service projects should involve the students who will eventually participate in them. (2) It is concluded that those who plan for school-community service projects should insure that projects improve community life.

Those concerned with community education must realize that the school-community service project, and how it is used, determines to a great extent how people will judge the community school. The research in adult life patterns of those who participated in school-community service projects may offer a promising direction for community education. To this end, community education may once again attempt to reclaim its enthusiasm for providing life-centered education in the American schools. (Author)

AUTHOR: Patterson, Earl Wayne
TITLE: The Effects of Participation in Required and Not Required Community Service Programs on the Process of Self-Actualization in High School Students
YEAR: 1987
AVAIL.: UMI dissertation reproductions: Order No: 8724949
NOTES: 157 pages. Ph.D. dissertation, University of Florida.
ABSTRACT: Voluntary community service by high school students has long been an accepted and encouraged extra-curricular activity. While educators have cited many potential benefits of community service, relatively few students have availed themselves of the opportunity. In an effort to maximize the high school educational experience, many school administrators are requiring students to participate in community service programs. One benefit often cited as rationale for required service is self-actualization. This study examined the differential effects of required, not required, and non-participation in community service work.

One hundred seventy-five students from five private and five parochial schools in the New Orleans area participated in the study. The Personal Orientation Inventory was used as the repeated measure at the start of the study, again after approximately 20 hours of service work, and finally after about 40 hours of service work. A survey measuring student attitudes towards community service and family volunteerism was also administered.

Results indicate that less than 20 hours of service work has little impact; however, required participation for more than 20 hours may have a negative effect on the process of self-actualization. In addition, effects may be different for males and females. Family volunteerism did not significantly affect self-actualization or student attitudes toward community service.

The issue of requiring or not requiring community service work as a graduation requirement is more complex than previously thought. Implementation of required service programs should be considered with care. Efforts to attract students into voluntary community service programs should be increased. (Author)

AUTHOR: Payne, Christopher Anthony
TITLE: Construction of an Instrument to Assess the Service Learning Model: Establishing Concurrent Validity and Internal Reliability
YEAR: 1992
AVAIL.: UMI dissertation reproductions: Order No: 9235588
NOTES: 216 pages. Ph.D. dissertation, University of Northern Colorado.
ABSTRACT: A paper and pencil test was constructed to investigate the existence of phases as identified by the Service Learning Model (Delve, Mintz, & Stewart, 1990). Subjects with no structured exposure to service-learning activities residing in the residence halls at the University of Northern Colorado (UNC) (n = 70) and subjects involved in service-learning programs coordinated by the Office of Community Service at Colorado State University (CSU) (n = 65) participated in the study during the spring of 1992.

Research objectives provided guidelines for developing the test format and writing clear and understandable items that reflected the affective, behavioral and cognitive ways in which students experience and understand what it is to be a responsible citizen. No significant relationship was observed between the phases of the test instrument and parallel learning modes as measured by the Learning-Styles Inventory. It was suggested that learning styles transcend the different ways to experience and understand what it is to be a responsible citizen, and therefore, do not provide an appropriate measure of concurrent validity. The internal reliability for each phase of the test instrument was lower than desired, however, the coefficients of internal consistency showed promise ranging from r =.5266 for Phase 1 to r =.7582 for Phase 3.

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Post-hoc tests comparing mean phase scores between colleges and between categories of self-reported duration of involvement in helping activities were conducted to supplement a statement of validity for the test instrument. Differences for mean phase scores between subjects at UNC and CSU were significant and in the predicted direction. Similar results were observed when mean phase scores for subjects with eight or fewer contacts over the prior academic year were compared to subjects with nine or more contacts over the same period. However, it was unclear if these differences were influenced by involvement in service-learning activities or personal variables such as age and class status.

More research needs to be conducted before the Service-Learning Model can be empirically confirmed or rejected. Recommendations identify several suggestions for further investigating the validity and reliability of the test instrument. (Author)

AUTHOR: Proctor, David Richard
TITLE: School-Based Community Service: A Descriptive Analysis of Four High School Programs
YEAR: 1992
AVAIL.: UMI dissertation reproductions: Order No: 9225320
NOTES: 135 pages. Ed.D. dissertation, West Virginia University.
ABSTRACT: The study evaluated the panegyrical claims for high school-based community service programs. Four high school programs from three different states were selected to represent public, private-parochial, single and mixed gender, urban, suburban, and rural orientations. A repeated measure quantitative research design was developed and implemented as well as a qualitative study involving student and teacher/coordinator interviews.

A survey instrument consisting of three scales—Social Isolation, Powerlessness, and Political Efficacy — was administered to experimental groups of student volunteers in each of four schools before and after programs involving student participation in community activities. The time periods between pre and post-tests ranged from one semester to the full school year. Likewise, control groups consisting of students who did not participate in community service were also administered the survey at the same times. Approximately fifteen percent of the students in the four experimental groups were personally interviewed as well as the teacher/coordinators of each program.

Results of the study were mixed. Quantitative analysis disclosed a significant decrease in students' feelings of Social Isolation in the all-female private, parochial high school while community service activities in the inner-city apparently produced an increase in feelings of Powerlessness among student volunteers of a suburban public high school. Furthermore, Operation Desert Storm seemingly affected the attitudes of the control group on the same scale in the same school. The qualitative analysis revealed strong support for community service programs in all four schools from students, teachers, parents, and the community.

The results of the study point out the need for specialized research into the different kinds of school-based community service programs and their impact on student feelings and attitudes utilizing a variety of appropriate instruments tailored to different types of service activities. (Author)

AUTHOR: Rachman, Stanley
TITLE: The Concept of Required Helpfulness.
YEAR: 1979
AVAIL.: Behaviour Research & Therapy v17 n1 p1-6
ABSTRACT: The concept of required helpfulness as used in the present article refers to dangerous or difficult acts that are performed in response to social requirements to reduce or prevent other people from experiencing serious discomfort. Under the incentive of high social demands, helpers often act more effectively and more persistently than at other times. It is suggested that the execution of successful acts of required helpfulness may lead to enduring changes in the helper, and that 3 main factors contribute to the success of such acts-- level of skill, level of social demand, and group morale. These factors are discussed in relation to observations of 2 populations--combat soldiers and psychiatric patients. Wartime observations showed that fear reactions can be controlled to some extent if, during exposure to stress, the person engages in some form of activity; activities involving the assumption of responsibility for someone else appear to have particular fear-reducing or fear-preventing properties. Clinical examples are presented of 2 psychiatric patients who were able to overcome their own disabilities and assist someone else who was in great need. It is suggested that acts of required helpfulness can produce short- or long-term improvements in performance and longer term increases in competence. (13 ref) (PsycINFO Database Copyright 1980 American Psychological Assn, all rights reserved)

AUTHOR: Rutter, Robert A.; Newmann, Fred M.
TITLE: The Potential of Community Service to Enhance Civic Responsibility
YEAR: 1989
AVAIL.: Social Education; v53 n6 p371-74 Oct. 1989 (Reprint: UMI, UnCover)
ABSTRACT: Offers information useful to educators interested in implementing community-service programs. Provides estimates of students' participation in community service in U. S. high schools; describes the nature of the programs and students' experiences; and reports data which illustrate that the potential for influencing civic responsibility may not yet have been realized. (ERIC -- EJ 398359)

AUTHOR: Taylor, M. Susan
TITLE: Effects of College Internships on Individual Participants.
YEAR: 1988
AVAIL.: Journal of Applied Psychology v73 n3 p393-401 Aug. 1988
ABSTRACT: In this research, I examined three hypotheses concerning the effects of college internships on individual participants: (a) greater crystallization of vocational self-concept and work values, (b) less reality shock, and (c) better employment opportunities. A quasi-experimental design was used to compare interns from five academic programs with matched cohorts at preinternship, postinternship, college graduation, and postemployment measurement periods. Research findings provided partial support for the crystallization hypothesis and strong support for better employment opportunities. Furthermore, when the level of autonomy experienced in the internship was considered as a potential moderating variable, support was found for all three hypotheses. A second study using an experimental design was conducted to examine the effect of internship experience on recruiters' evaluation of applicants' qualifications and their probability of hire. Results from the experimental study also supported the employment opportunity hypothesis. Implications of the findings and suggestions for future research are discussed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved)

AUTHOR: Williams, Robert M.
TITLE: The Effects of Required Community Service on the Process of Developing Responsibility in Suburban Youth
YEAR: 1993
AVAIL.: UMI dissertation reproductions: Order No: 9333990
NOTES: 170 pages. Ph.D. dissertation, University of Nebraska--Lincoln.
ABSTRACT: The purpose in this study was to describe how required community service affected adolescent attitudes toward being personally and socially responsible and to identify the program variables and practices that are most effective in facilitating student development.

Two sections of the Experiential Educational Questionnaire, which was developed by Conrad and Hedin at the Center for Youth Development and Research of the University of Minnesota, were used in the current study. Student attitudes toward being socially and personally responsible were measured by the Social and Personal Responsibility Scale (SPRS). The relative importance of various aspects of the students' community service was measured by the Characteristics of a Community Experience Checklist Scale.

The findings of the study indicated: (1) There is no difference in attitudes towards social and personal responsibility between students who participated in the required 10 hours of community experiential program and those students who did not participate as measured by their total SPRS scores. (2) Students who were involved in the required community service programs for more than 10 hours, regardless of the type of service rendered, demonstrated significant gains in their attitudes toward personal and social responsibility. (3) The effects of required community service did not significantly differ from the effects of voluntary community service indicated by other researchers using the same instrumentation. (4) Student satisfaction with the program can be predicted by the ratings they gave to four of the twenty items of the Community Checklist questionnaire. (5) Multiple positive relationships were found among the divisions of the SPRS, supporting the interrelationships of the instrument. (Author)

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AUTHOR: Wilson, Thomas Clark
TITLE: An Alternative Community Based Secondary School Education Program and Student Political Development.
YEAR: 1974
AVAIL.: UMI dissertation reproductions: Order No.: 756455
NOTES: 319 pages. Ed.D. dissertation, University of Southern California,.
ABSTRACT: Problem: Extensive Examination of the literature indicated that the schools' impact upon student democratic growth was minimal. Democratic growth was conceptualized as movement toward three theoretical constructs: Moral Development, Self-Actualization, and Political Development. The scope of the study was limited to Political Development which was defined as consisting of two attitude dimensions: Open-mindedness and A Sense of Political Efficacy.

It was assumed that the organization patterns, the emphasis on cognition at the expense of affect, and the lack of continuous organizational self-examination within the traditional school, blocked desired attitudinal shift. What seemed to be required was a new environment which would reinforce student attitudinal changes.

Procedure: The procedure was the establishment of a new environment; a community based, alternative education program (Newport Plan) characterized by certain conditions: (1) direct attention was paid to the attitudinal changes of open-mindedness and political efficacy as the desirable outcomes; (2) direct attention was paid to the means by which the attitudinal changes occurred; integration of environmental and personal changes and conscious attention to affect; (3) direct attention was paid to the creation of a TORI (trust, openness, realization, interdependent) community -- with emphasis on interdependent authority relationships -- and uses of the larger community as the curriculum; and (4) direct attention was paid to organization renewal using the theoretical constructs and technology of Organization Development.

Four Hypotheses Were Tested: (1) Students within the alternative education program will demonstrate greater positive attitudinal shifts toward open-mindedness as measured by the Dogmatism Scale than students in traditional classrooms. (2) Students within the alternative education program will demonstrate a greater increase in a sense of political efficacy as measured by the Political Efficacy Scale than students in traditional classrooms. (3) Students within the alternative education program will demonstrate more positive responses to specific factors constituting a "good" educational program as measured by the researcher's constructed Program Differential than students in traditional classrooms. (4) Students within the alternative education program will demonstrate personal and group goals more reflection of an emergent educational community than students within a traditional classroom.

Findings: All hypotheses, with some reservations, were accepted. Newport Plan students' attitudes shifted measurably towards greater open-mindedness and political efficacy compared to two contrast groups. Newport Plan students rated their program as (1) more favorable than did one contrast group its program, and about as favorable as did a second contrast group its classroom, and (2) more reflection of a TORI education community than the second contrast group.

Conclusions: Several factors were identified as possible contributors to the attitudinal changes. These included the emotional nature of the Newport Plan, its ambiguity as perceived by its participants, time, the mixed means of learning employed, increased student self-insight, the reduction of threat, the creation of dissonance, and the emphasis upon involvement and ownership of the ongoing process by the participants. Additional possibilities included changed authority relationships between teacher and students, the personality and warmth of the teacher, and student self-selection of curricula in terms of subject matter an process.

Attitudes changed because the environment changed and the values of that change were isomorphic with the values implicit in the attitudinal constructs of open-mindedness and political efficacy.

Recommendations: Educational programs designed to develop democratic man, a morally and politically competent individual, should consider: (1) structural and organizational changes, (2) make explicit their responsibility for student democratic growth, (3) directly emphasize affect, (4) create a humanistic, value-clear approach to all their endeavors, and (5) engage in continual self-examination and self-renewal. (Author).

Section Two: Intellectual, Academic Achievement & School Behavior Outcomes

AUTHOR: Dean, Laurel; Murdock, Shelley W.
TITLE: The Effect of Voluntary Service on Adolescent Attitudes Toward Learning
YEAR: 1992
AVAIL.: Journal of Volunteer Administration p5-10 Sum 1992 (Reprint: UnCover)
ABSTRACT: Fourteen primarily minority 7th grade students participated in a 1 1/2 month long program designed to provide information to motivate youth in science learning. The focus of the project was the students preparing for and presenting three science lessons to 5th graders. An assessment tool based on a classroom behavior checksheet was used to evaluate participants' behavior and academic changes. Results were mixed, with no changes in behavior reported for most students. Some positive changes in grades and academic behavior are noted. Suggestions are made for further study. (NICSL)

AUTHOR: Dewsbury-White, Kathryn Ellen
TITLE: The Relationship of Service-Learning Project Models to the Subject-Matter Achievement of Middle School Students
YEAR: 1993
AVAIL.: UMI dissertation reproductions: Order No: 9406484
NOTES: 188 pages. Ph.D. dissertation, Michigan State University.
ABSTRACT: The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful. The findings could focus the activity of teachers on instructional practices to achieve desired affective and academic goals for middle school students. Also, the researcher hoped to add to the literature on the topic of service-learning that discusses how effective integration of service into the content-area curriculum can be ensured.

The study population comprised 524 public middle school students in a suburban Class B district in central Michigan. The sample included 438 students who completed a pre inventory, 403 students who completed a post inventory, 22 students interviewed by the researcher, and 63 students who elected to participate in off-campus service visits.

Two slightly different models of service-learning instruction were studied in an effort to identify differences in subject-matter achievement and variables that might contribute to the differences. A locally developed instrument was used to measure (a) subject-matter achievement, (b) number of extracurricular activities students participated in, (c) students' involvement in the food drive, (d) students' exposure to media information, and (e) which activities related to the food drive were most meaningful to the students. Interviews were conducted with students to gather data to support or contradict the inventory data.

The statistical tests and interview data support the following major findings: (1) Students participating in off-campus service visits appeared to be better informed about the social issue of hunger than non-service-visit students. (2) Students receiving the content-integrated model of instruction scored significantly higher on the subject-matter portion of the post inventory than students receiving the isolated model of instruction. (3) The instructional components considered most meaningful to students were those activities that resulted in an externally valued product—that is, something that provides validation of the value of one's activities. (Author)

AUTHOR: Kiel, David H.
TITLE: Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model
YEAR: 1972
AVAIL.: EDRS: ED 080051 / PC04
NOTES: 78 pages.
ABSTRACT: This document investigates the educational impact of service-learning internships arranged in North Carolina. Emphasis is placed on what students report they learn in service-learning internships and what conditions support those learnings [sic]. Results indicate the learning benefits most frequently felt by student interns was (1) the development of more hopeful, knowledgeable and concerned attitudes toward community problem solving, (2) increased motivation to work and learn in communities, (3) the opportunity for personal learning in the realm of action, and (4) immediate impact on student intern behavior and plans of the future. The learning impact of the internship is, however, greatly reduced by the lack of appropriate follow-up when the student returns to campus. (ERIC -- ED 080051)

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AUTHOR: Markus, Gregory B., Jeffrey Howard, and David C. King.
TITLE: Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment
YEAR: 1993
AVAIL.: Educational Evaluation and Policy Analysis v15 n4 p410-19 Win 1993 (Reprint: UMI, UnCover)
ABSTRACT: We report on an experiment in integrating community service into a large undergraduate political science course. Students in two randomly selected discussion sections participated in 20 hours of service with local agencies as part of this course. Students in six other sections completed research papers requiring an equivalent amount of work. Other than that, all students attended the same bi-weekly lectures and had the same assigned readings and examinations. In a post-course survey, students in service-learning sections were significantly more likely than students in the control sections to report that they had performed up to their potential in the course, had learned to apply principles from the course to new situations, and had developed a greater awareness of societal problems. We also found that classroom learning and course grades increased significantly as a result of students' participation in course-relevant community service. Finally, analyses of responses to a pre/post survey revealed a number of significant effects of participation in community service upon students' personal values and orientations. The experiential learning acquired through service appears to compensate for some pedagogical weakness of classroom instruction." (Authors)

AUTHOR: Schollenberger, Janet Wray
TITLE: Opportunities for Higher Levels of Thinking as They Occur in Service-Learning
YEAR: 1985
AVAIL.: UMI dissertation reproductions: Order No: 8512502
NOTES: 219 pages. Ph.D. dissertation, University of Michigan.
ABSTRACT: This study examined opportunities for high school students to become involved in higher levels of thinking through service-learning. Higher levels of thinking is defined as all cognitive indicators above the knowledge level in Bloom's taxonomy. Service-learning is defined as a curriculum approach to experiential learning.

Two instruments were developed and administered to a sample of fifty suburban high school students. The Service-Learners' Self-Perceptive Inventory, measured students' frequency of involvement in higher levels of thinking. Descriptive statistics including frequencies, means, and standard deviations were derived from the inventory. The Service-Learners' Directed Log assessed the quality of student performance involving higher levels of thinking. To analyze the data from this instrument regarding the issue of time spent on site and involvement in higher levels of thinking, a Kruskal-Wallis procedure was used. In addition, a Spearman Rho was calculated to look for potential correlations existing between the students' Differential Aptitude Test and the California Test of Mental Maturity and their higher level thinking score.

Analysis of the data collected disclosed: (1) that both the service-learners' quality of performance score, and its self-perceptive score, showed its students were offered an opportunity to be involved in higher levels of thinking through participation in service-learning; (2) that the amount of time spent in Service-Learning did not promote higher levels of thinking; and, (3) that the all-school test scores (Differential Aptitude Test, California Test of Mental Maturity) did not correlate with the higher levels of thinking scores.

In general, the data supported the contention that service-learning provides an opportunity for higher levels of thinking to take place. As a result, the researcher recommends that high school personnel consider service-learning as a potential instructional strategy for incorporating higher levels of thinking in teaching. (Author)

AUTHOR: Shumer, Robert
TITLE: Community-based learning: Humanizing Education
YEAR: 1994
AVAIL.: Journal of Adolescence v17 n4 p357-367 Aug 1994 (Reprint: UnCover)
ABSTRACT: From dropout prevention to civic education, youth service programs often have differing goals. A study of the Community-Based Learning program, a Job Training Partnership Act sponsored dropout prevention effort which focuses on youth service, career exploration, civic education, and academic development, demonstrated that learning in the community can be effective in improving attendance and school grades, as will as helping students to learn. One major contributor to this success is the introduction of adults and college students and college students from the community into the educational process, encouraging more human and personal interaction both on and off campus. (Author)

Section Three: Social/Psychological & Intellectual/Academic Outcomes

AUTHOR: Batchelder, Thomas H. and Susan Root
TITLE: Effects of an Undergraduate Program to Integrate Academic Learning and Service: Cognitive, Prosocial Cognitive, and Identity Outcomes
YEAR: 1994
AVAIL.: Journal of Adolescence v17 n4 p341-355 Aug. 1994 (Reprint: UnCover)
ABSTRACT: The present study investigated the effects of key characteristics of service-learning experiences (such as autonomy, instructional support for the experience, and so on) on the cognitive, moral and ego identity development of undergraduates. Participants in service-learning courses and control students wrote pre- and post-responses to social problems. Service-learning students also completed weekly journals and an evaluation of their experiences. Results revealed significant gains for the service-learning participants on certain cognitive dimensions, such as awareness of multidimensionality. Aspects of the experience predicted cognitive gains as well as gains in prosocial reasoning. Paired t-tests revealed significant increases in prosocial decision-making, prosocial reasoning and identity processing. (Author)

AUTHOR: Brill, Cathy L.
TITLE: The Effects of Participation in Service-Learning on Adolescents with Disabilities
YEAR: 1994
AVAIL.: Journal of Adolescence v17 n4 p369-380 Aug. 1994 (Reprint: UnCover)
ABSTRACT: This article examines the effects of active participation in service-learning on adolescents with disabilities. Through a survey of special education teachers, effects on students' socialization, behavior, attitudes, attendance, academic skills, functional skills, and relationships with non-disabled peers are explored. Promising results are found for adolescents with mild disabilities in attendance and academic skills, and for adolescents with moderate to profound disabilities in socialization and relationships with non-disabled peers. Implications for school inclusion of students with disabilities are addressed and recommendations for areas of future study are made. (Author)

AUTHOR: Bucknam, Ronald B.; Brand, Sheara G.
TITLE: EBCE Really Works.
YEAR: 1983
AVAIL.: Educational Leadership, v40 n6 p66-71 Mar 1983 (Reprint: UMI, UnCover)
ABSTRACT: Provides what the author calls a "meta-analysis" of experience-based career education programs. (Author/ERIC -- EJ 276413)

AUTHOR: Calabrese, Raymond L.; Schumer, Harry
TITLE: The Effects of Service Activities on Adolescent Alienation
YEAR: 1986
AVAIL.: Adolescence v21 n83 p675-87 Fall 1986 (Reprint: UnCover)
ABSTRACT: This research evaluated the effects of involvement of adolescents in community service activities on levels of alienation. It was proposed that alienation could be reduced through the implementation of a model which utilized community service activities to facilitate adolescent access to adult society, development of responsibility, collaborative and cooperative work, and control over planning and outcomes. It is suggested that adolescent involvement in service activities can produce positive benefits, among which are reduced levels of alienation, improved school behavior, improved grade point average, and acceptance by the adult community. These findings also suggest that females respond more positively to school when allowed to problem-solve collectively and collaboratively. (Authors)

AUTHOR: Conrad, Daniel Emanuel
TITLE: Differential Impact of Experiential Learning Programs on Secondary School Students
YEAR: 1980
AVAIL.: UMI dissertation reproductions: Order No.: 8019519
NOTES: 315 pages. Ph.D. dissertation, University of Minnesota.
ABSTRACT: This study was undertaken to assess the impact of experiential education programs on the social, psychological and intellectual development of secondary school students and to empirically identify the program variables which most effectively promote such development.

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The study involved over 600 students from 11 experimental 4 control groups in 9 schools across the United States. The experiential programs were categorized according to their primary focus: community service, outdoor adventure, career exploration, and community study. They were defined as: "educational programs offered as an integral part of the general school curriculum, but taking place outside of the conventional classroom, where students are in new roles featuring significant tasks with real consequences, and where the emphasis is on learning through doing with associated reflection."

In the first chapter the history of experiential education is summarized with special emphasis on the parallel between it and the progressive education movement in the United States. Chapter Two summarizes the theoretical arguments for experiential education and reviews the empirical evidence relating to its effectiveness in promoting social, psychological and intellectual development.

In Chapter Three the methodology of the study is described. Students were given a battery of tests pre and post. The tests included the Rest Defining Issues Test, the Janis-Field Feelings of Inadequacy Scale, the Rosenberg Self-Esteem Scale, and Career Exploration Questionnaire, three Semantic Differentials on attitudes (toward adults, toward being active in the community, and toward the kinds of people with whom they interacted in the community), a Social and Personal Responsibility Scale, and a Problem Solving Inventory. The latter two tests were developed by the author for this study. Data on student background characteristics were also collected. In addition, each student evaluated his/her program and completed a Characteristics of Experience checklist.

The data were analyzed in two phases. In the first, pre and post results were compared for each experimental and control group. In the second, specific program features were examined to assess their influence on change scores: type, length, intensity of the experience; existence of a reflective component; student background characteristics; and the nature of the individual experience (e.g., how interesting, how demanding of responsibility). The analytical tools employed included t-tests, analysis of variance, and multiple regression.

Chapter Four presents the results of the study. In general the experiential programs did have a positive impact on psychological, social and intellectual growth. Students in experiential programs showed positive, and statistically significant (t-test, $P = < .05$), change on moral reasoning, two measures of self-esteem, career maturity, social and personal responsibility, attitudes toward adults, toward being active in the community, toward other people, and in the complexity and empathy demonstrated in solving problems. In contrast, students in regular school programs showed significant positive change on only two measures: the Janis-Field Scale and a sub scale on Career Information. The gains by experimental students exceeded those of students in comparison groups on every scale and sub scale in the test battery.

While the results indicated a generally positive impact by experiential programs, there were important differences both within and between programs.

The strongest predictors of positive change proved to be the characteristics of the experiences as reported by individual students: the degree to which they perceived themselves as assuming adult responsibility, making important decisions, making a significant contribution, and having the freedom to develop and use their own ideas and interests. In short, the most powerful experiences were those in which students participated with substantial autonomy in activities that made a difference.

Among general program features, the strongest factor influencing change was the existence of a reflective seminar. Smaller, but perceivable advantages were found for programs lasting at least 18 weeks and where students were in the community 4 or 5 days each week. General program type (e.g., outdoor adventure, community service) and student background characteristics were not consistently discriminating factors.

Finally, 96% of the participants rated their program as "excellent" or "good," and 76% reported learning "more" or "much more" than in regular school classes.

Chapter Five summarizes the study and suggests implications for practice. Chief among them is that schools include direct community experience as an integral part of their academic programs. (Author)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: Experiential Education Evaluation Project. Executive Summary of the Final Report
YEAR: 1981
AVAIL.: EDRS: ED 215823 / PC03
NOTES: 55 pages.
ABSTRACT: In order to fill the gap in obtaining hard evidence to test or document the impact of experience-based education on student participants, the Experiential Education Evaluation Project was undertaken May, 1978 and administered to 4,000 students in 33 programs. There were four major types of programs: volunteer service, career internships, outdoor adventure, and community study/political action. Specific purposes were: (1) to define experiential education and develop a typology of programs; (2) to assess impact of experiential education programs on psychological, social and intellectual development of secondary school students; (3) to identify existing measures and instruments and to design new ones for assessing these outcomes; and (4) to use data to identify program variables and practices that were effective in facilitating student development. Five test instruments and two questionnaires were used to measure students' social, psychological and intellectual development. Data were analyzed in two phases: pre-post results were compared for each experimental and comparison group and specific features of programs were examined to assess their influence. Findings included experiential education programs had positive impact on students' psychological, social and intellectual development and characteristics of the experiences of individual students were powerful predictors of growth. (ERIC -- ED 215823)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: The Impact of Experiential Education on Adolescent Development
YEAR: 1982
AVAIL.: Child and Youth Services v4 n3-4 p57-76 1982
ABSTRACT: Summarizes findings of a national study of 27 programs and concludes that educational programs which are experientially based can have a significant positive impact on the social, psychological, and intellectual development of adolescents. (Authors)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: Instruments and Scoring Guide of the Experiential Education Evaluation Project
YEAR: 1981
AVAIL.: EDRS: ED 215824 / PC03
NOTES: 66 pages.
ABSTRACT: As a result of the Experiential Education Evaluation Project the publication identifies instruments used to measure and assess experiential learning programs. The following information is given for each instrument: rationale for its inclusion in the study; precise issues or outcomes designed to measure, validity and reliability data; and directions on how to score. Descriptions of assessment tools are organized according to four categories: Instruments on Social Development (Social and Personal Responsibility Scale, Semantic Differential on Attitudes toward Others, Semantic Differential on Community Participation, and Career Exploration Scale); Instruments on Psychological Development (Rosenberg Self Esteem Scale and Janis-Field Feelings of Inadequacy Scale); Instruments on Intellectual Development (Problem-Solving Inventory); and Instruments on Differential Program Impact (Characteristics of a Community Field Experience Checklist, Experiential Educational Questionnaire). The appendix contains the complete Experiential Education Questionnaire, pre-test and post-test. (ERIC -- ED 215824)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: National Assessment of Experiential Education. A Final Report
YEAR: 1981
AVAIL.: EDRS: ED 223765 / PC14
NOTES: 328 pages.
ABSTRACT: This report summarizes the research and results of the Evaluation of Experiential Learning Project, undertaken to (1) assess the impact of experiential learning programs on the social, psychological, and intellectual development of secondary school students; and (2) use these data to identify those program variables most effective in facilitating such development. The project evaluated 30 experiential learning programs in independent, public, and parochial schools around the United States during 1978 and 1979. Program activities examined included volunteer service, political and social action, outdoor adventure, internships in government and business, and research in the community. The results of

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the study demonstrated that experiential programs had a positive impact on student participants. The opportunities to act autonomously and to develop collegial relationships with adults were the two features of each student's experience that were the most powerful predictors of personal growth. Regular seminars for program participants were found to be the most important positive program feature. Appended to this report are: (1) an extensive bibliography, (2) test instruments and questionnaires utilized in the evaluation, and (3) a lengthy review of the theoretical foundations and recent research on experiential education. (ERIC -- ED 223765)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: National Assessment of Experiential Education: Summary and Implications
YEAR: 1981
AVAIL.: Journal of Experiential Education v4 n2 p6-20 Fall 1981 (Reprint: UnCover)
ABSTRACT: Summarizes the assessment of four types of experiential education programs (volunteer service, career internships, outdoor adventure, community study/political action) on the psychological, social, and intellectual development of over 1,000 secondary students participating in 27 programs in independent, public, and parochial schools across the country. Discusses implications revealed by findings. (ERIC -- EJ 260255)

AUTHOR: Crytzer, Betty
TITLE: Assessing Growth through Community Service
YEAR: 1993
AVAIL.: EDRS: ED 361376 / PC01
NOTES: 8 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
ABSTRACT: The challenge of building assessment into the curriculum has led the author to closely examine the expected outcomes of her teaching. Her experiences with students participating in projects that involved helping needy people in the community demonstrate the difficulty and advantages of implementing authentic assessment. The middle school students she teaches have collected items for the needy, conducted a cross-cultural study of the community, and planned visits to a retirement home. All of these projects have taught students the importance of teamwork, along with problem-solving skills and consensus decision making skills. Students are also responsible for assisting in the development of evaluation criteria and assessments. Some assessment approaches that have been used are: (1) performance rating scales; (2) video assessment; (3) demonstrations; (4) audio tapes; and (5) written reflections on the activity. Benefits to the students and benefits to the teacher are recognized. (ERIC -- ED 361376)

AUTHOR: Hamilton, Stephen F.; Zeldin, R. Shepherd
TITLE: Learning Civics in the Community
YEAR: 1987
AVAIL.: Curriculum Inquiry v17 n4 p407-20 Win 1987 (Reprint: UMI, UnCover)
ABSTRACT: To test an experiential learning program's effects on adolescents' knowledge and attitudes about local government, high school students serving as interns to local government officials were compared to students not yet participating in this program. Results showed that interns gained significantly in knowledge and political competence, but not in positive attitudes. Includes 30 references. (ERIC -- EJ 360772)

AUTHOR: Hamilton, Stephen F.
TITLE: Adolescents in Community Settings: What Is to Be Learned?
YEAR: 1981
AVAIL.: Theory and Research in Social Education v9 n2 p23-28 Sum 1981 (Reprint: UMI, UnCover)
ABSTRACT: Discusses a study undertaken to evaluate the influence of two community learning programs on the adolescent participants. Topics discussed include differences in staff roles in the programs, program characteristics, learning outcomes, and participant attitudes. Findings indicated that, in general, youth liked the community programs and learned a great deal from participating in them. (ERIC -- EJ 252886)

AUTHOR: Hamilton, Stephen F.
TITLE: Community Experiences: Contributions to Adolescent Learning and Intellectual Development
YEAR: 1980
AVAIL.: EDRS: ED 195859 / PC01
NOTES: 18p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
ABSTRACT: Unpaid community activities have been widely recommended as learning experiences for adolescents. An evaluation was conducted of two community action learning programs, one which placed adolescents one-to-one in adult-dominated settings and the other which gave adolescents a group project to plan and carry out with adult assistance. Both programs appeared to have parental support and to give participants the opportunity to form close relationships with adults. The Experience-Based Career Education and Executive High School Intern Programs placed adolescents in work settings without pay for extended periods of time. Evaluations of these programs by several investigators found similar patterns of strong support from parents and participants without strong objective evidence of learning. Findings support the need for a more differentiated approach to learning in the community than has been taken in the past, and suggest that such learning should be viewed as complementary to classroom learning rather than as a replacement, and that unpaid experiences can offer some kinds of opportunities not usually found in jobs that are open to adolescents. (Author)

AUTHOR: Luchs, Kathleen Parks
TITLE: Selected Changes in Urban High School Students After Participation in Community Based Learning and Service Activities
YEAR: 1980
AVAIL.: UMI dissertation reproductions: Order No.: 8202622
NOTES: 251 pages. Ph.D. dissertation, University of Maryland College Park.
ABSTRACT: This study measured selected changes in high school students as a result of community involvement and participation in order to realize the goal of responsible citizenship. It was designed to ascertain whether students who experienced community service displayed more positive attitudes toward learning than students who had not experienced community service.

The study investigated changes in the areas of: student attitudes toward future life goals as measured by actual behaviors in planning and exploring careers, feelings of personal adequacy or inadequacy as measured by self-esteem in social situations, attitudes toward helping others as measured by social and personal responsibility indices, attitudes toward responsible community and school citizenship as measured by attendance and disciplinary referrals.

Three hundred urban high school students who were enrolled in the "general" course of study were administered pretests. One hundred thirty-six of the original one hundred fifty experimental group students completed the posttest after finishing thirty hours of community learning/service activities. One hundred twenty six control group students completed the posttest. Student attendance and disciplinary referrals were examined, and interviews were conducted with ten students and five teachers.

The following research hypotheses were tested: (1) There is a difference in attitudes toward school, toward helping others, and toward future life goals as measured by three attitude scales between urban high school students who are involved in a community based learning/service experience and those who are not involved in such an experience. (2) There is a difference in the level of active community involvement and students' commitment to the educational goal of responsible citizenship as measured by better school attendance between urban high school students who are involved in a community based learning/service experience and those who are not involved in such an experience. (3) There is a difference in the level of active community involvement and students' commitment to the educational goal of responsible citizenship as measured by fewer school disciplinary offenses between urban high school students who are involved in a community based learning/service experience and those who are not involved in such an experience.

A t-test was performed on pretest control and experimental group sample means and variances in order to determine the suitability of the groups for comparison. A paired sample t-test, a one way analysis of variance, a three way analysis of variance, and a discriminant analysis were used to treat the data.

Changes within experimental and control groups were calculated by comparing pre and posttest means and variances in each group treating the groups as wholes, and then by examining males and females separately. Forty-eight variables were grouped into ten clustering variables: Career, Traditional Career, Social Welfare, Duty, Competence, Efficacy, Performance, Inadequacy, Absence, Referral.

Results of the data analysis provided support for the hypotheses. The following conclusions were reached: (1) Students who were involved in the experiential learning/service program demonstrated positive and significant gains in planning and career exploration behaviors. (2) Students who were involved in the experiential learning/service program demonstrated positive and significant gains in responsible attitudes toward others, in competence to act upon the feeling of concern for others, and in the sense of efficacy which permits one to believe that taking action and demonstrating concern can make a difference. (3) Students who were involved in experiential learning/service programs demonstrated positive and significant gains in their feelings of self esteem and personal adequacy in social situations. (4) Students who were involved in experiential programs demonstrated positive and significant gains in school attendance and in acceptable school behaviors. (Author)

AUTHOR: Owens, Thomas R.
TITLE: Experience-Based Career Education: Summary and Implications of Research and Evaluation Findings.
YEAR: 1982
AVAIL.: Child and Youth Services, v4 n3-4 p77-91 1982
ABSTRACT: Summarizes recent studies on Experience-Based Career Education (EBCE) and discusses their implications for program developers and EBCE personnel. Stresses the positive results of EBCE and outlines the success of this approach for special populations (gifted, migrant, and disadvantaged youth). (Author/ERIC -- EJ 270704)

AUTHOR: Smith, Marilyn W.
TITLE: An Assessment of Intended Outcomes and Perceived Effects of Community Service-Learning Participation for College Students: 'Striking a Chord in the Key of C'
YEAR: 1993
AVAIL.: UMI dissertation reproductions: Order No.: 9407691
NOTES: 210 pages. Ph.D. dissertation, Univ. of Maryland College Park.
ABSTRACT: Institutions of higher education are integrating community service as an element of the undergraduate experience, and influential politicians and national organizations are creating policies that connect service and education, despite the lack of scholarly research into the effects of service participation on the students who serve. The purpose of this research was to clarify the intended outcomes of Service-Learning participation for college students who serve, as described by "influentials" that promote Service-Learning as an undergraduate experience; and to describe the effects of Service-Learning participation on college students who serve, as perceived by students who serve.

The study is descriptive and analytical. Qualitative methods of inquiry, including content analysis of documents and individual and focus group interviews, were used at two levels: The Institutional Level — One institution of higher education was selected for a case-study. Four campus constituencies were represented—the administration, faculty, program managers, and students; The National Level — The researcher studied one national organization that promotes collegiate community service, and policy makers who sponsored service-learning legislation.

The researcher explicated thirteen (13) distinctive themes of service-learning outcomes: Personal Connections, Career Development/Goal Setting, Change, Competencies, Contribution, Spiritual Development, Commitment, Clarification of Values, Confrontation, Cognitive Connections / Curriculum, Self-Concept, Civic Participation, and Emotions. The findings reveal considerable harmony, as well as dissonance between the influentials' intended outcomes and the students' perceived effects.

Analysis of service-learning discourse extracted common words and phrases through which the conceptual themes for outcomes are conveyed, many of which begin with the letter "C" and are communicated in musical metaphors. Thus, the researcher developed the "Lexicon of Intended Outcomes for Service-Learning as an Element of the Curriculum in Higher Education—The Key of C", which simplifies, organizes, and clarifies the themes and related vocabulary of service-learning outcomes.

The study elicits a broad and diverse range of perspectives, integrates concepts, and explicates the spectrum of outcomes of student community service-learning. The findings provide a basis for informed and planful policy and program design, a model for institutional goal clarification and assessment, and the foundation for further service-learning research. (Author)

Section Four: Literature Reviews

AUTHOR: Chaskin, Robert J.; Hawley, Theresa

TITLE: Youth and Caring: Developing a Field of Inquiry and Practice

YEAR: 1994

AVIAL.: Chapin Hall Center for Children at the University of Chicago, 1155 East 60th Street, Chicago, IL 60637.

NOTES: 64 pages.

ABSTRACT: In 1989 the Lilly Endowment launched the "Research Grants Program on Youth and Caring" to provide small grants for research projects that would begin to investigate issues relating to the concept of "caring" in order to guide research and inform practice. This report contains four parts. Part One describes the development of the project and briefly explores the meaning of caring as a conceptual foundation. Part Two is an overview and synthesis of the research funded to date. Part Three contains summaries of eight papers commissioned for the project for a February 1992 conference. Part Four, constituting over half of the report, is devoted to an extensive "Youth and Caring Bibliography." The bibliography contains 468 citations, many of them annotated, organized according to the following fifteen themes: Caring: Definitions, Determinants of Caring Behavior, the Development of Altruism, Moral Development and Moral Reasoning, Adolescent Development, Family as a Context, Cultural and Ethnic Diversity, Gender Differences in Caring and Adolescent Development, Adolescents and the Educational System, Schools as a Context for Caring, Service Learning Programs, Primary Services for Adolescents, Community as a Context for Caring, Caring in the Professions, Risk Factors and Resiliency in Youth and Children, and Public Policy. (NICSL)

AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: High School Community Service: A Review of Research and Programs
YEAR: 1989
AVAIL.: Original: Document Service, National Center on Effective Secondary Schools, Wisconsin Center for Educational Research, 1025 West Johnson Street, Madison, WI 53706 ($7.00). Other: EDRS: ED 313569 / PC02.
NOTES: 44 pages.
ABSTRACT: This paper is a status report on efforts to make community service a part of the educational experience of high school students. It reviews the current educational debate, describes policies and practices including specific programs, summarizes research findings on the impact of service, and suggests some critical issues that confront educational researchers, policy makers, and practitioners. Some highlights of the report are as follows: (1) as of the mid-1980s, more than one-fourth of high schools offered community service programs for their students; (2) the most common means of service is through co- curricular school clubs and special school events such as holiday food drives; (3) some high schools, especially Catholic and private schools, require service to meet graduation requirements; (4) arguments in favor of service in the curriculum have appeared in the literature since the turn of the century; (5) some proponents of the practice emphasize the character-building potential of service, its power to promote basic democratic values and to develop patterns of responsible behavior; (6) others stress the potential of service to vitalize education by stressing that it requires the application of academic learning; (7) there is general agreement that a heightened sense of personal and social responsibility, more positive attitudes toward adults and toward those served, enhanced self-esteem, growth in moral and ego development, and complex patterns of thought result from service programs; and (8) research and the testimony of participants both support the idea that school-based community service merits further trial. The document includes 45 references and an appendix listing publications and resource organizations for developing service programs. (ERIC -- ED 313569)

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AUTHOR: Conrad, Dan; Hedin, Diane
TITLE: School-Based Community Service: What We Know from Research and Theory
YEAR: 1991
AVAIL.: Phi Delta Kappan v72 n10 p743-749 June 1991 (Reprint: UnCover)
ABSTRACT: In this article, the authors aim to present both the arguments for including community service in the educational programs of elementary and secondary schools and the research findings on the impact of service. After tracing the idea of service in past educational literature, the rationale and possible outcomes of service are outlined as presented by those who advocate service as a way to reform youth and those who stress the reform of education. The various methodological problems confronting research into the effects of service are described prior to a review of the research findings. Research is divided into quantitative and qualitative approaches. While neither approach yields conclusive evidence for or against school based service, research tends to suggest positive outcomes. (36 references) (NICSL)

AUTHOR: Hedin, Diane
TITLE: The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research
YEAR: 1983
AVAIL.: EDRS: ED 250356 / PC01
NOTES: 25 pages.
ABSTRACT: This review of the relationship between experiential education and intellectual development/academic learning is organized as follows: first, the theoretical arguments are presented, followed by a review of recent related research. It focuses primarily on experiential education for secondary students, though research on college-level programs is very briefly summarized. The theoretical case considers experiential education as a method of learning, as a guard against meaningless abstraction, as an extension of one's world, and as a stimulus for personal learning. Experiential learning may be viewed as a mode of learning, as a process, or as a style of learning. While the strength of the theoretical case for intellectual development through experiential education is substantial, empirical research to validate these claims is of a more modest scale. The empirical research does underscore two important points: (1) experience-based programs are series of program experiences shaped by individualistic motives; and (2) experiential education programs are often a hidden curriculum expressed largely through vague and imprecise goals. (ERIC -- ED 250356)

AUTHOR: Williams, Rick
TITLE: The Impact of Field Education on Student Development: Research Findings
YEAR: 1991
AVAIL.: Journal of Cooperative Education v27 n2 p29-45 Win 1991 (Reprint: UnCover)
ABSTRACT: A literature review focused on effects of high school, junior high, and college student participation in field experience programs on personal, career, and affective development and academic achievement. Students appeared more responsible, mature, self-confident, socially adept, interested in school, and knowledgeable about work. (ERIC)

Section Five: Examples of Service Program Evaluation

AUTHOR: ACTION
TITLE: Young Volunteers in Action. Goal Accomplishment and Perceived Outcomes Evaluation. Supplemental Site Visit Report
YEAR: 1985
AVAIL.: EDRS: ED 273686 / PC02
NOTES: 26 pages.
ABSTRACT: This report presents the findings of an evaluation of goal accomplishment at Young Volunteers in Action (YVA) projects at three sites: Alexander City, Alabama; Gainesville, Florida; and New Orleans, Louisiana. First, a brief introduction describes the YVA program and discusses the evaluation approach. The next three sections present case studies of each site. A concluding section examines the projects' findings and primary effects. Generally, the evaluation found good goal accomplishment at the sites. Focus is placed on four major goals: (1) to mobilize the efforts of full- or part-time students, ages 14-22, in a focused and effective way, as volunteers (generally good accomplishment is reported); (2) to provide part-time or short-term service-learning (strong accomplishment at all three sites is reported; (3) to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems (findings vary at each site, with accomplishment reported as poor at Gainesville and very strong at New Orleans); and (4) to create a sense of self-worth and civic pride (strong accomplishment reported at all three sites). Positive effects mentioned at the three sites involved the volunteers' acquisition of new skills, testing of possible career choices, and experiencing a job-like situation for the first time. An appendix describes the 37 individual volunteer workstations, volunteer activities, and recipients at the three sites. (ERIC -- ED 273686)

AUTHOR: Budin, Howard et al.
TITLE: Student Service and Philanthropy Project 1992-93
YEAR: 1993
AVAIL.: Original: New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 740, Brooklyn, NY 11201. Other: EDRS: ED 366675 / PC02
NOTES: 32 pages.
ABSTRACT: The Student Service and Philanthropy Project (SSPP) was designed to afford students an opportunity to assume leadership roles in promoting positive social change in their community. This document presents a 1992-93 evaluation of the SSPP concerning the program's implementation and the perceptions of its success on the part of students and project coordinators. Each school provided a project coordinator who had experience in promoting student involvement in community service. The project provided a course for students to learn what foundations are and how they operate and to develop requisite skills. Students also oversaw the projects funded by a mini foundation and directly participated in at least one such project. Benefits of the project, according to the students, included learning to make decisions, developing self-esteem, developing confidence about speaking in front of an audience, assuming greater responsibility, setting higher standards, and working with other people in the pursuit of common goals. Project coordinators praised the project for empowering students to make decisions about meaningful issues and helping them develop many important skills. They believed that it combined learning with practical experience in a way that gave students confidence in their ability to have an impact on the world in which they live. An appendix provides a list of community service projects funded. (ERIC -- ED 366675)

AUTHOR: Fertman, Carl I., et al.
TITLE: The Pennsylvania Serve-America Grant: Implementation and Impact. Year 1
YEAR: 1993
AVAIL.: EDRS: ED 362693 / PC01
NOTES: 23 pages. Pennsylvania Service-Learning Resource and Evaluation Network.
ABSTRACT: Under Subtitle B Part I, Serve-America, of the National and Community Service Act of 1990, $1.1 million was awarded to fund 44 school-based service-learning programs in Pennsylvania. A study collected data on program implementation and impact on students, Serve-America coordinators, and supervisors during visits to 43 sites and at

meetings with site coordinators. Disseminator (schools and community-based organizations) and mini grant (service-learning) programs were funded. Five variables were evaluated as indicators of implementation: organizational commitment, integration, parental support, advisory councils, and materials. Ten percent of all programs benefited from all five variables being strong and reinforcing. More than 50 percent were implemented as planned. Generally, students expressed satisfaction, but their dissatisfactions included lack of support from school staff and other students, not enough time at sites, and insufficient clarity concerning the program and their roles. The program increased coordinators' personal satisfaction and excitement, but added stress and work. Service-learning had both a positive and negative impact on supervisors. Stressors were longevity and institutionalization of the programs, loss of funding, and involvement of all students. Challenges were identified, and recommendations were made to develop a vision statement and a work plan. Three elements of an evaluation system were already in place: empowered evaluation, tracking and monitoring, and mentoring/consultant infrastructure. (ERIC -- ED 362693)

AUTHOR: Hamilton, Stephen F.
TITLE: Evaluating Experiential Learning Programs
YEAR: 1979
AVAIL.: EDRS: ED 170357 / PC02
NOTES: 33 pages. Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
ABSTRACT: Suggestions for evaluating experiential learning programs, especially the effects of various forms of experiential learning on different types of learners, are discussed. Evaluation designs currently in use involve a four-tier hierarchy: (1) participant responses; (2) use of measurement instruments; (3) attribution of measurable effects to a particular program; and (4) attribution of particular effects to various properties of a program. The author believes there has been little success in tiers three and four of the hierarchy. Recommendations for future evaluation studies at level four are proposed, including the development of measurement instruments and research design. Types of needed measurement instruments include developmental interviews and direct observations of behavior. Research design recommendations apply to programs with specific objectives, and include use of pilot programs, contrived experiments in which programs are specifically developed for evaluation purposes, and researcher-program staff cooperation to plan programs which can be evaluated experimentally. Questions to be addressed in developing the research design concern learner characteristics and school performance, and whether students are participating in adult-directed activities, or in student directed programs in order to achieve student-initiated goals. (ERIC -- ED 170357)

AUTHOR: Sandler, Linda; Vandegrift, Judith A.
TITLE: Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program
YEAR: 1993
AVAIL.: EDRS: ED 359661 / PC04
NOTES: 86 pages.
ABSTRACT: Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees; volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data. (Contains 30 references.) (ERIC -- ED 359661)

AUTHOR: Tuck, Kathy D.
TITLE: Evaluation of the Community Service Initiative (Pilot Project). District of Columbia Public Schools, School Year 1991-92
YEAR: 1992
AVAIL.: EDRS: ED 352395 / PC01
NOTES: 24 pages.
ABSTRACT: The pilot project of the District of Columbia Public Schools Community Service Initiative was implemented during the spring of the 1991-92 school year. Two schools participating in the project were surveyed (including 35 students and 2 principals) regarding views on initiative merits and outcomes. Both schools engaged students in community service activities as well as a preparatory class focusing on self-perceptions, behaviors, and interpersonal relationships. Findings of the evaluation indicate that the initiative has the support of students and school administrators, and both groups seem optimistic about parental support as well. Students participated in a variety of voluntary activities and class preparations that enhanced their self-confidence and self-worth. Such attitudes prevailed among students regardless of their schools' general academic standings or the specific structures of the community service programs. However, school administrators were apprehensive about their ability to implement the program fully because of limited personnel resources. There also were administrative concerns about staff roles and responsibilities required for successful implementation of the program. Four tables and 15 bar graphs supplement the discussion. An appendix lists the community service activities. (ERIC -- ED 352395)

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